

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School: Alcorn Middle School**

**District: Richland One**

**Principal: Dr. Baron Davis**

**Superintendent: Dr. Percy Mack**

# FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

## Rationale

Alcorn Middle School is an urban school that currently serves 404 students in grades six through eight. The school is located in the Eau Claire community of Columbia, South Carolina. The Eau Claire community has been designated as an empowerment zone by the federal government. Alcorn Middle school provides education for a significant number of students who face economic, social, and educational challenges. The 2007 School Report Card includes the following School Profile data:

<b>Student Category (499)</b>	<b>Percentage</b>	<b>Student Category (499)</b>	<b>Percentage</b>
7 <sup>th</sup> /8 <sup>th</sup> Grade Students Enrolled in High School Credit Courses	43.3%	Disabilities Other Than Speech	10.5%
Retention Rate	1.5%	Older Than Usual for Grade	4.4%
Attendance Rate	93.5%	Out-of-School Suspensions/Offenses Violent/Criminal	0.4%
Gifted/Talented Eligible	7.6%	Annual Dropout Rate	0.0%

<b>Teacher Category (41)</b>	<b>Percentage</b>	<b>Teacher Category (41)</b>	<b>Percentage</b>
Teachers W/ Advanced Degrees	43.9%	Teachers Returning From Previous Year	79.9%
Continuing Contract Teachers	53.7%	Teacher Attendance Rate	93.7%
Teachers W/ Emergency or Provisional Certification	25.0%	Average Teacher Salary	\$44,441
Professional Development Days/Teacher	15.7 days		

<b>School</b>	<b>Percentage/Rate</b>	<b>School</b>	<b>Percentage</b>
Principal's Years At School	1.0	Parents Attending Conferences	68.8%
Student-Teacher Ratio in Core Subjects	13.1 to 1	Character Development	Average
Prime Instructional Time	85.4%	Dollars Spent Per	\$9,522

		Pupil	
Opportunities in the Arts	Excellent	Percent Expenditures for Instruction	66.5%
SACS Accreditation	Yes	Percent Expenditures for Teacher Salaries	58.0%

<b>Population Diversity</b>	<b>Totals</b>	<b>Population Diversity</b>	<b>Totals</b>
Gender	Male: 219 Female: 225	Hispanic	23
White	2	Disabled	56
African American	413	Limited English Proficient	17
Asian/Pacific Islander	2	Free/Reduced Meals	374

### 3-Year PACT Test Data

<b>Grade 6: ELA Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (154)	52.0	40.8	7.2	0.0	7.2
2006 (150)	50.8	35.2	12.3	1.6	13.9
2005 (142)	45.8	40.8	13.3	0.0	13.3

<b>Grade 6: MATH Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (154)	51.2	37.8	11.0	0.0	11.0
2006 (150)	39.5	47.6	8.9	4.0	12.9
2005 (142)	49.6	42.9	6.7	0.8	7.6

<b>Grade 6: SCIENCE Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 ( 78)	77.8	15.9	4.8	1.6	6.3
2006 (150)	76.4	18.1	3.9	1.6	5.5
2005 (142)	68.1	25.2	4.2	2.5	6.7

<b>Grade 6: Social Studies Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 ( 76)	57.8	40.6	0.0	1.6	1.6
2006 (150)	66.1	24.4	6.3	3.1	9.4
2005 (142)	62.2	33.6	3.4	0.8	4.2

<b>Grade 7: ELA Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (144)	57.5	33.3	8.3	0.8	9.2
2006 (176)	54.8	41.9	3.2	0.0	3.2
2005 (162)	38.4	47.2	14.4	0.0	14.4

<b>Grade 7: MATH Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (144)	57.1	33.6	5.0	4.2	9.2
2006 (176)	58.3	40.2	1.6	0.0	1.6
2005 (162)	56.9	31.7	9.8	1.6	11.4

<b>Grade 7: SCIENCE Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (144)	68.4	21.1	6.1	4.4	10.5
2006 (176)	73.6	22.3	4.1	0.0	4.1
2005 (162)	61.0	32.5	2.4	4.1	6.5

<b>Grade 7: Social Studies Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (144)	73.0	19.1	4.3	3.5	7.8
2006 (176)	80.7	17.9	0.7	0.7	1.4
2005 (162)	69.9	26.0	3.3	0.8	4.1

<b>Grade 8: ELA Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (146)	55.7	43.5	0.9	0.0	0.9
2006 (157)	42.6	53.0	3.5	0.9	4.3
2005 (157)	42.7	44.4	12.9	0.0	12.9

<b>Grade 8: MATH Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (145)	69.6	29.6	0.9	0.0	0.9
2006 (156)	67.2	29.4	3.4	0.0	3.4
2005 (157)	64.2	35.8	0.0	0.0	0.0

<b>Grade 8: SCIENCE Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 ( 73)	64.8	35.2	0.0	0.0	0.0
2006 (157)	71.0	27.5	1.5	0.0	1.5
2005 (157)	71.8	26.6	0.8	0.8	1.6

<b>Grade 8: Social Studies Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 ( 72)	66.7	33.3	0.0	0.0	0.0
2006 (156)	58.9	38.0	2.3	0.8	3.1
2005 (157)	68.3	27.8	2.4	1.6	4.0

This rationale is a collection and analysis of comprehensive data reflecting student performance, stakeholders' perceptions, and school-level programs/processes. Needs were prioritized and identified based upon school, district, and previous School Renewal Plan goals as a focus for the school's learning community. Based upon Alcorn Middle School's PACT performance since the test's inception, students have demonstrated gains among all content areas. According to Richland County School District One's Strategic Plan, 100% of Alcorn's students will score basic, proficient, or advanced by 2010. Our aim is to increase test performance overall to meet the projected result as outlined by the district.

Three years of PACT data reveals diverse gains in the major content areas. Between 2005-2007, students' ELA scores increased within the Below Basic category, as well in the categories of Proficient and Advanced. Math PACT data revealed a significant gain only during 2006-2007. Sixth graders' Math PACT data shows an 11.0% increase in those students scoring Proficient.

In Science, PACT data for 2005-2007 indicates that only 0.02% of all Alcorn students scored Proficient or Advanced. However, seventh graders increased their 2007 scores by 10.0% in these categories. Social Studies students' scores on all grade levels revealed almost 58% scoring Below Basic on PACT between 2005-2007. The 2007 School Report Card shows an increase of 7.8% in Proficient and Advanced PACT Social Studies scores for seventh graders.

A comparison of fall 2007 math MAP data to spring 2008 data reveals the following gains. Sixth grade gains ranged from 209.7 to 213.7, a gain of 4.0 Rasch Unit (RIT) points. Seventh grade data indicates a gain of 3.1. Eighth grade data reveals a gain of 10 points. RIT scores for reading reveals the following gains. Sixth grade data indicates a gain 0.4. Seventh grade data represented 2.9 gain while eighth grade data represented a gain of 0.3.

The process used to develop the FSRP was determined by data analysis based on the following: PACT scores, MAP Data, Benchmark Data, Curriculum-Based Assessments, Surveys and the School Report Card. The major process was outlined and driven by the collection of data.

NWEA has conducted several studies that show that MAP performance correlates with PACT performance. The leadership team selected a comparison between MAP and PACT data as a focus for setting Student Achievement Goals 1 and 2. We determined the percentage of students within the selected group that performed at each level on PACT and found the estimated point on the NWEA RIT scale that would be the equivalent to the minimum score for proficiency on the state test. We then calculated the number of points on the RIT scale that students in the selected group needed in order to

move to the next score level on PACT. Moving 30% of our students from Below Basic to Basic in ELA and Math will help us meet Annual Yearly Progress (AYP).

**Discipline Referrals  
2006-2007**

<b>Grade Level</b>	<b>No. of Referrals</b>
6	687
7	879
8	874
<b>Total</b>	<b>2440</b>

**Discipline Referrals  
Aug. 2007-Mar. 2008**

<b>Grade Level</b>	<b>No. of Referrals</b>
6	340
7	530
8	654
<b>Total</b>	<b>1524</b>

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach for creating and maintaining safe and effective learning environments in schools. A reduction in classroom and school disruptions will ensure that all students have the social/emotional skills needed to guarantee their success at school and beyond.

The persons involved in the development of this FSRP utilized collaborative efforts from the members of the school's leadership team: assistant principals, dean of students, curriculum resource teacher, district instructional facilitators, literacy coach, and classroom teachers.

The selected goals will enable the school to meet expected progress by ensuring that students are provided with instruction that incorporates best practices, technology, and on-going assessment of students' performance with an additional focus on character education and intrinsic motivation.

**Addition to Rationale-September 2008**

It is important to note that during the process of compiling the Focused School Renewal Plan (Spring, 2008), Alcorn Middle School was served by an INTERIM principal. Subsequently, during the summer of 2008, Dr. Baron Davis was appointed the new principal. Coupled with the appointment of the new principal and his new vision and expertise for the school AND based on the recommendations from the External Review Team (ERT), Alcorn Middle School, changed two of the Student Achievement Goals and the Principal's Instructional Leadership Goals. In response to the ERT's recommendation regarding the inclusion of the Student Achievement Goal regarding Algebra I, the school decided to include two new goals in the areas of science and social studies. A review of the data and the possible impact on the

overall School Report Card Rating indicate that there is a greater need to focus on the areas of science and social studies rather than Algebra I. The following data supports this decision:

### **Focused Student Achievement Goal 1: ELA**

**By April 1, 2009, a minimum of 50% of all students taking the Reading/ELA portion of the Measures of Academic Progress (MAP) will achieve a RIT band score of at least 207 for sixth-graders, 211 for seventh-graders, and 213 for eighth-graders, as measured by the Spring 2009 administration of the Reading/ELA portion of MAP.**

**(These cut scores represent the minimum score needed in order for students to score basic on the PACT.)**

Between 2005-2007, students' ELA scores increased within the Below Basic category, as well in the categories of Proficient and Advanced. With 40%, 33.3%, and 43.5% of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders, respectively, scoring less than 60% passing the ELA PACT, it is imperative that we have an emphasis in this area. The leadership team selected a comparison between MAP and PACT data as a focus for setting Student Achievement Goals 1 and 2. Also, the cut scores represent the minimum score that students should receive in order to score basic on the PACT.

<b>Grade 6: ELA Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (154)	52.0	40.8	7.2	0.0	7.2
2006 (150)	50.8	35.2	12.3	1.6	13.9
2005 (142)	45.8	40.8	13.3	0.0	13.3

<b>Grade 7: ELA Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (144)	57.5	33.3	8.3	0.8	9.2
2006 (176)	54.8	41.9	3.2	0.0	3.2
2005 (162)	38.4	47.2	14.4	0.0	14.4

<b>Grade 8: ELA Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (146)	55.7	43.5	0.9	0.0	0.9
2006 (157)	42.6	53.0	3.5	0.9	4.3
2005 (157)	42.7	44.4	12.9	0.0	12.9



**Focused Student Achievement Goal 2: Math**

**By April 1, 2009, a minimum of 50% of all students taking the Math portion of the Measures of Academic Progress (MAP) will achieve a RIT band score of at least 215 for sixth-graders, 218 for seventh-graders, and 223 for eighth-graders, as measured by the Spring 2009 administration of the Math portion of MAP.**

**(These cut scores represent the minimum score needed in order for students to score basic on the PACT.)**

Math PACT data revealed a significant gain only during 2006-2007. Sixth graders Math PACT data shows an 11.0% increase in those students scoring Proficient. In 2007, 37.8% of students in 6<sup>th</sup> grade scored basic; 33.6% of students in 7<sup>th</sup> grade scored basic; and 29.6% of students in 8<sup>th</sup> grade scored basic. The leadership team selected a comparison between MAP and PACT data as a focus for setting Student Achievement Goals 1 and 2. Also, the cut scores represent the minimum score that students should receive in order to score basic on the PACT.

<b>Grade 6: MATH Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (154)	51.2	37.8	11.0	0.0	11.0
2006 (150)	39.5	47.6	8.9	4.0	12.9
2005 (142)	49.6	42.9	6.7	0.8	7.6

<b>Grade 7: MATH Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (144)	57.1	33.6	5.0	4.2	9.2
2006 (176)	58.3	40.2	1.6	0.0	1.6
2005 (162)	56.9	31.7	9.8	1.6	11.4

<b>Grade 8: MATH Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (145)	69.6	29.6	0.9	0.0	0.9
2006 (156)	67.2	29.4	3.4	0.0	3.4
2005 (157)	64.2	35.8	0.0	0.0	0.0

**Focused Student Achievement Goal 3: Science**

**By April 1, 2009, a minimum of 50 % of all students taking the 2007 PALMETTO ACHIEVEMENT CHALLENGE TEST (PACT) SCIENCE DIAGNOSTIC ASSESSMENT EXAMINATION (PACT SCIENCE DIAGNOSTIC TEST) will demonstrate a mastery score of at least 70%, as measured by the Spring 2009 administration of the PACT SCIENCE DIAGNOSTIC TEST.**

In science, PACT data for 2005-2007 indicates that only 0.02% of all Alcorn Middle School students scored Proficient or Advanced. However, seventh graders increased their 2007 scores by 10.0% in these categories. In 2007 only 15.9 % of 6<sup>th</sup> grade students scored basic; in 2007 only 21.1 % of 7<sup>th</sup> graders scored basic; and in 2007 only 35.2 % on the 8<sup>th</sup> grade students scored basic. These scores indicate a need to address science standards in a systematic manner and to incorporate research-based, hands-on strategies in the science classrooms. This goal, along with the strategies, will meet this need.

<b>Grade 6: SCIENCE Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 ( 78)	77.8	15.9	4.8	1.6	6.3
2006 (150)	76.4	18.1	3.9	1.6	5.5
2005 (142)	68.1	25.2	4.2	2.5	6.7

<b>Grade 7: SCIENCE Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (144)	68.4	21.1	6.1	4.4	10.5
2006 (176)	73.6	22.3	4.1	0.0	4.1
2005 (162)	61.0	32.5	2.4	4.1	6.5

<b>Grade 8: SCIENCE Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 ( 73)	64.8	35.2	0.0	0.0	0.0
2006 (157)	71.0	27.5	1.5	0.0	1.5
2005 (157)	71.8	26.6	0.8	0.8	1.6

**Focused Student Achievement Goal 4: Social Studies**

**By April 1, 2009, a minimum of 50% of all students taking the 2007 PALMETTO ACHIEVEMENT CHALLENGE TEST (PACT) SOCIAL STUDIES DIAGNOSTIC ASSESSMENT EXAMINATION (PACT SOCIAL STUDIES DIAGNOSTIC TEST) will demonstrate a mastery score of at least 70%%, as measured by the Spring 2009 administration of PACT SOCIAL STUDIES DIAGNOSTIC TEST.**

Social Studies students' scores on all grade levels revealed almost 58% scoring Below Basic on PACT between 2005-2007. The 2007 School Report Card does show an increase of 7.8% in Proficient and Advanced PACT Social Studies scores for seventh graders. In 2007 40 % of 6<sup>th</sup> graders scored basic; in 2007 19.1 % of 7<sup>th</sup> graders scored basic; and 33.3 % of 8<sup>th</sup> graders scored basic. New strategies will be implemented to increase student achievement in this area.

<b>Grade 6: Social Studies Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 ( 76)	57.8	40.6	0.0	1.6	1.6
2006 (150)	66.1	24.4	6.3	3.1	9.4
2005 (142)	62.2	33.6	3.4	0.8	4.2

<b>Grade 7: Social Studies Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 (144)	73.0	19.1	4.3	3.5	7.8
2006 (176)	80.7	17.9	0.7	0.7	1.4
2005 (162)	69.9	26.0	3.3	0.8	4.1

<b>Grade 8: Social Studies Total Tested</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Proficient &amp; Advanced</b>
2007 ( 72)	66.7	33.3	0.0	0.0	0.0
2006 (156)	58.9	38.0	2.3	0.8	3.1
2005 (157)	68.3	27.8	2.4	1.6	4.0

In order to formulate these focused student achievement goals, the leadership team, composed of the school's administrative team (principal, assistant principals, and dean of students), curriculum resources teacher, literacy coach, counselors, district instructional facilitators in the area of math, language arts, and science, a teacher representing the special needs area, and Palmetto Priority Schools Liaison, met over several days to discuss the data. Additionally, curricular issues and instructional planning were discussed. Finally, the leadership team, met consensus regarding both the goals and strategies. The leadership team presented suggestions to the principal regarding the assistance and guidance needed from him in order to meet the focused student achievement goals. The group then decided on ways of implementing and monitoring the goals. A professional development survey for the Focused School Renewal Plan was given to all teachers, the data was disaggregated, and professional development is planned for the respective teachers. A FSRP Monitoring Instrument was developed and is used by the Alcorn Middle School staff to document progress.

### **Principal's Instructional Leadership Goals to Increase Student Achievement**

During the summer of 2008 Dr. Baron Davis was appointed the new principal at Alcorn Middle School. Dr. Davis, decided that in order to make expected progress and satisfactory implementation, his instructional leadership goals should, and would, support the Student Achievement Goals. In order to ensure that the student achievement goals are met, his primary foci will be in the areas of observation and supervision of classroom instruction. Additionally, Dr. Davis is determined to provide any and all resources, personnel and budgetary, needed to execute the student achievement goals. A tool for systematically monitoring the strategies for each of the student achievement goals will be implemented with specific oversight occurring daily, weekly, monthly, and quarterly from September 2008 through June 2009.

#### **Principal's Instructional Leadership Goal to Increase Student Achievement 1: ELA**

**The principal will provide monitoring, observation, supervision, professional development, and resources that will ensure that by April 1, 2009, a minimum of 50% of all students taking the Reading/ELA portion of the Measures of Academic Progress (MAP) will achieve a RIT band score of at least 207 for sixth-graders, 211 for seventh-graders, and 213 for eighth-graders, as measured by the Spring 2009 administration of the Reading/ELA portion of MAP.**

#### **Principal's Instructional Leadership Focused Goal 2: Math**

**The principal will provide monitoring, observation, supervision, professional development, and resources that will ensure that by April 1, 2009, a minimum of 50% of all students taking the Math portion of the Measures of Academic Progress (MAP) will achieve a RIT band score of at least 215 for sixth-graders, 218 for seventh-graders, and 223 for eighth-graders, as measured by the Spring 2009 administration of the Math portion of MAP.**

**Principal's Instructional Leadership Goal 3: Science**

**The principal will provide monitoring, observation, supervision, professional development, and resources that will ensure that by April 1, 2009, a minimum of 50 % of all students taking the 2007 PALMETTO ACHIEVEMENT CHALLENGE TEST SCIENCE DIAGNOSTIC ASSESSMENT EXAMINATION (PACT SCIENCE DIAGNOSTIC TEST) will demonstrate a mastery score of at least 70%, as measured by the Spring 2009 administration of PACT SCIENCE DIAGNOSTIC TEST.**

## School Timeline

The Leadership Team's Classroom Walkthroughs, scheduled observations, lesson plan reviews, and ADEPT/TEAM/HOUSSE procedures will monitor the implementation of all strategies and initiatives included in the timeline. Additionally, a monitoring instrument will be formed and used to further ensure compliance and implementation of goals and strategies.

<b>Month</b>	<b>Activity</b>
<b>July 2008</b>	Summer Academies for ELA, Math, and Science Making Middle Grades Work Conferences/Training Sixth Grade Orientation/Making Middle Grades Work SLIRA/Reading Apprenticeship/Academic Literacy Training for Related Arts Team/Selected Faculty Professional Development for Leadership Team, Department Chairs, Grade Level Team Leaders Focused School Renewal Plan (FSRP) goals, Team duties, District Programs/Emphasis for the Classroom/Selected Faculty
<b>August 2008</b>	Departmental Training by Leadership Team/collaborative planning by content and grade level/effective, data-driven instructional strategies Orientation to MAP Testing District Professional Training/State Standards Collaborative Planning/Training Making Middle Grades Work SLIRA/Reading Apprenticeship Academic Literacy South Carolina Reading Initiative In the Middle Grades/SCRIMG Positive Behavior Intervention and Supports/PBIS Lesson Plans Data driven Instruction/Benchmark, MAP, PACT, Renaissance, SuccessMaker, STAR Testing, Remediation-Enrichment FSRP Goals/Strategies Monitoring District Technology Training

<b>September 2008</b>	MAP and Diagnostic Testing Weekly Departmental meetings Weekly Grade Level Team meetings Bi-weekly Collaborative Planning District Professional Training Single Gender Education Training Making Middle Grades Work Academic Literacy/SLIRA/SCRIMG PBIS Lesson Plans/Academic Plans Data driven Instruction SUCCESSMAKER UPDATES TRAINING Renaissance/STAR testing/data Orientation to Benchmark Testing FSRP Goals/Strategies Monitoring District Technology Training
<b>October 2008</b>	Weekly Departmental meetings Weekly Grade Level Team meetings Bi-weekly Collaborative Planning: District Professional Training Making Middle Grades Work Academic Literacy/SLIRA/SCRIMG PBIS BENCHMARK TESTING Data driven Instruction-MAP, PACT, Renaissance, SuccessMaker, STAR SUCCESSMAKER UPDATES TRAINING FSRP Goals/Strategies ORIENTATION TO MAP Testing District Technology Training FSRP Goals/Strategies Monitoring Extended Response Writing Rubric Pretest
<b>November 2008</b>	Weekly Departmental meetings Weekly Grade Level Team meetings

	Bi-weekly Collaborative Planning: District Professional Training Single Gender Education Training Making Middle Grades Work Academic Literacy/SCLIRA/SCRIMG PBIS Data driven Instruction: BENCHMARK Data, SuccessMaker , STAR SUCCESSMAKER UPDATES TRAINING FSRP Goals/Strategies Monitoring District Technology Training FSRP Goals/Strategies Monitoring
<b>December 2008</b>	Weekly Departmental meetings Weekly Grade Level Team meetings Bi-weekly Collaborative Planning: District Professional Training Making Middle Grades Work FSRP Goals/Strategies Monitoring
<b>January 2009</b>	Weekly Departmental meetings Weekly Grade Level Team meetings Bi-weekly Collaborative Planning: District Professional Training Making Middle Grades Work Academic Literacy/ SCLIRA/SCRIMG PBIS BENCHMARK TESTING FSRP Goals/Strategies Monitoring Data driven Instruction: STAR, SuccessMaker, SUCCESSMAKER UPDATES TRAINING FSRP Goals/Strategies Monitoring District Technology Training Extended Response Writing Rubric Interim Assessment
<b>February 2009</b>	Weekly Departmental meetings Weekly Grade Level Team meetings Bi-weekly Collaborative Planning



	District Professional Training Single Gender Education Training Making Middle Grades Work Academic Literacy/SLIRA/SCRIMG PBIS MAP TESTING Data driven Instruction: BENCHMARK data MAP data SUCCESSMAKER UPDATES TRAINING FSRP Goals/Strategies Monitoring District Technology Training
<b>March 2009</b>	Weekly Departmental meetings Weekly Grade Level Term meetings Bi-weekly Collaborative Planning: PACT Initiatives Data Driven Instruction: PACT data BENCHMARK data MAP data SUCCESSMAKER UPDATES TRAINING FSRP Goals, Strategies Monitoring District Technology Training BENCHMARK TESTING FSRP Goals/Strategies Monitoring Extended Response Writing Rubric Posttest
<b>April 2009</b>	Weekly Departmental meetings Weekly Grade Level Team meetings Bi-weekly Collaborative Planning

	PACT Initiatives Data Driven Instruction: PACT data, BENCHMARK data, MAP data SUCCESSMAKER UPDATES TRAINING FSRP Goals/Strategies Monitoring Making Middle Grades Work Academic Literacy/SLIRA/SCRIMG PBIS District Technology Training
<b>May 2009</b>	Weekly Departmental Meetings Grade Level Team Meetings Bi-weekly collaborative Planning: End of Year Procedures FSRP Goals/Strategies Making Middle Grades Work PACT TESTING

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:        *ELA***

**By April 1, 2009, a minimum of 50% of all students taking the Reading/ELA portion of the Measures of Academic Progress (MAP) will achieve a RIT band score of at least 207 for sixth-graders, 211 for seventh-graders, and 213 for eighth-graders, as measured by the Spring 2009 administration of the Reading/ELA portion of MAP.**

**(These cut scores represent the minimum score needed in order for students to score basic on the PACT.)**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Administer the ELA Fall 2008 MAP (pretest) and establish students' individual MAP Goal Sheets, including their fall 2008 RIT Band score, projected Spring 2009 RIT Band cut score (posttest), and strategies for achieving the required RIT Band cut scores by April 1, 2009.	Ms. Kelly/Dean of Students Mrs. Cannon/ Curriculum Resource Teacher Mr. Commander/DIF ELA English Teachers	September 2008	The Fall 2008 ELA MAP Test and Assessment Data will be used as baseline data and to determine remediation and enrichment for students; Students' Goal Sheets will include their current (pretest) and projected (posttest) scores, as well as their strategies for achieving their ELA goal. The Goal Sheets will serve to keep teachers and students "on target" for achieving the RIT Band Cut Score for Spring 2009.

			Ms. Kelly will be responsible for the implementation documents for this strategy.
2. English teachers will hold teacher-student conferences to sequentially analyze students' MAP data throughout the year for program accountability and instructional planning.	Ms. Kelly/Dean of Students Mr. Commander/DIF ELA English Teachers	September 2008	<p>Teacher-student Conference Sheets will be designed to sequentially record students' progress and provide scope and sequences for targeted individualized lessons; MAP data analysis will provide insight into grade-level, class, and individualized progress of students; teachers will use these data for flexible grouping, etc.; Lesson plans will show implementation of strategies used by teachers to analyze student data and indicate the teachers' instructional planning and follow-through, including grouping, individual assistance and enhancement. Other walk-thru observations/informal observations will be done.</p> <p>Ms. Kelly will be responsible for the implementation documents for this strategy.</p>
3. Provide Extended Day Program Services for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> -grade ELA students based on their Spring 2008 PACT and Fall 2008 MAP scores.	Ms. Kelly/Dean of Students Mrs. Sarah Walker/After School Coordinator English Teachers	September 2008	List of students with their scores on ELA Spring 2008 PACT and ELA Fall 2008 MAP scores will provide a comparison of students' progress from the Spring 2008 to Fall 2008. This comparison will indicate any student's regression from Spring 2008 to Fall 2008; Teachers will provide further recommendations for students to attend the Extended Day Program; Sign-in sheets for Extended Day School will serve as accountability for students' attendance in the program. Lesson plans will be reviewed weekly will be reviewed by the

			<p>administrative team representative, Ms. Kelly, on a WEEKLY basis. Other walk-thru observations/informal observations will be done.</p> <p>Evidence of academic assistance based on students' areas of concern ENGLISH (scope and sequence of students' skills) must be present in the lesson plans. Observations lasting at least 20 minutes, at least once per week, will be done by Ms. Kelly. Feedback on both the lesson plans and observations must be documented and given to the respective teachers. The Extended Day Coordinator will submit the Richland County Office of Extended Day Programs Monthly Report for A+ Middle Schools on a MONTHLY basis, as well as an Extended Day Monthly Report to the principal. The Monthly Report will include attendance, calendar of events, academics, forms of assessment, upcoming events, and field experiences. Ms. Kelly will be responsible for the implementation documents for this strategy.</p>
<p>4. The English language arts Department will utilize the diagnostic results from September 2008 (Fall) administration of the Measures of Academic Progress (MAP) to strategically scope and sequence the skills to be taught.</p>	<p>Ms. Kelly/Dean of Students Ms. Cannon/CRT Mr. Commander/ELA DIF English Teachers</p>	<p>September 2008</p>	<p>The English teachers, with the assistance of the curriculum research teacher and ELA district instructional facilitator, will analyze the results of the Fall MAP. The data analysis will take place during the ELA meetings and will be documented in the minutes and indicated on the agenda. The MAP data analysis will provide information for the English teachers to use to determine how the standards and skills will be taught. The grade-level scope and sequence chart fashioned from the Fall MAP data will guide teachers as they do their instructional planning. Observational logs and checklists will</p>

			<p>indicate the use of the scope and sequence charts. The administrative team will review all English teachers' weekly lesson plans for use of data in their instructional planning. Ms. Kelly and Mrs. Cathy Cannon will be responsible for the implementation documents for this strategy.</p>
<p>5. Utilize bi-monthly collaboration to ensure that all English/language arts teachers are effectively promoting academic literacy within their classrooms through such items as the use of book studies, ELA initiatives, demonstration lessons, journaling for personal reflections, examining assessments, and off-campus classroom visitations and observations.</p>	<p>Ms. Kelly/Dean of Students Mrs. Cannon/CRT Mr. Commander/ELA DIF Ms. Green/Science DIF Mrs. Neal/Math DIF All Teachers</p>	<p>September 2008</p>	<p>The English Language Arts Collaboration calendar/schedule will ensure strict adherence to collaboration as scheduled; Agendas and sign-in sheets will show teachers' attendance at the collaboration sessions; Implementation of best practices discussed during collaboration will be reflected in teachers' lesson plans. Students' work, professional development sign-in sheets, professional development handouts/matrices, sample program sheets will show evidence of follow-through implementing these items; observational notes will also serve as evidences of the collaboration, as well as implementation. Ms. Kelly will be responsible for the implementation documents for this strategy.</p>
<p>6. As a second-year SCRI school, the ELA department will implement the 20-minute component of independent self-selected reading for students requiring teachers to conference bi-weekly with students to gain knowledge for future teaching/re-teaching needs.</p>	<p>Ms. Kelly/Dean of Students Mrs. Bellinger/Literacy Coach Mr. Commander/ELA DIF English Teachers</p>	<p>August 2008</p>	<p>The 20-minute component of the SCRI will be reflected in English teachers' lesson plans WEEKLY; Conference sheets will show teacher-student interaction and teacher feedback to students on a WEEKLY basis; English teachers will perform peer observations MONTHLY (lasting at least thirty minutes) and complete peer observation forms wherein they analyze their peer's implementation of the 20-minute component of independent self-selected reading and conference; Implementation of this component will also be evaluated by the State SCRI Regional Literacy Coach, Alcorn</p>

			<p>Middle School's literacy coach, the ELA District Instructional Facilitator, or school-level administrators at least MONTHLY; For this component, the following books will serve as a basis for book studies: <u>That Workshop Book</u>, <u>Around the Reading Workshop in 180 Days</u>, <u>What Matters for Struggling Readers</u>, and the <u>Reading and Writing Connection</u>; WEEKLY Lesson plans will reflect the framework of this component and its implementation in the classroom.</p> <p>Ms. Kelly will be responsible for the implementation documents for this strategy.</p>
<p>7. The Interdisciplinary Academic Literacy class/ block will be taught by ALL teachers. This class is designed to support school-wide literacy, utilizing a pre-developed curriculum to include Reading Apprenticeship, SCRI principles of the Reading/Writing Workshop, and other tools for effective readers. There will be an emphasis with ELA and other content areas.</p>	<p>Ms. Kelly Ms. Bellinger/ Literacy Coach Mrs. Cannon/CRT Mr. Commander/ELA DIF All Teachers</p>	<p>August 2008</p>	<p>This class is included in the Master Schedule; Classroom observation logs and checklists will denote the activities in the Academic Literacy Class. Weekly lesson plans will include principles from the pre-developed curriculum; Chapter assessments will inform the teachers and students of the progress made. Feedback conferences will be held at least once per month with teachers.</p> <p>Dr. Davis and Mr. Webb will be responsible for the implementation documents for this strategy.</p>

8. Students will use Successmaker Lab software will be utilized to determine areas of strengths and weakness to provide remediation and enrichment.	Mrs. Cannon/CRT Mr. Commander/ELA DIF Ms. Johnson/ Successmaker Technician English Teachers	August 2008	Successmaker Lab data analysis will serve as interim assessments/benchmarks and will provide individual assistance and enrichment for students. Students' sign-in sheets will verify attendance in Successmaker Lab; Successmaker Lab Schedule will provide systematic attendance for all classes. Teachers will review the SuccessMaker results on a WEEKLY basis and determine individualized instruction based on this information. Ms. Kelly will be responsible for the implementation documents for this strategy.
9. District Assessments will be used to determine areas of growth.	Mrs. Cannon/ Curriculum Resource Teacher English Teachers	October 2008	The District Assessments will serve to determine the level of student performance on standards taught during each nine-week period. Item analyses will be available for teachers to determine skill mastery during each tested period. This benchmark will serve as an interim assessment for teachers' ongoing use. Student-teacher conferences will be held and goals set by students and teachers. Ms. Kelly will be responsible for the implementation documents for this strategy.
10. The English/language arts and social studies teachers will collaborate at least once monthly during the collaboration period to discuss such items as common vocabulary, common content, and best practices and strategies for teaching both subjects such as the use of anticipation guides, graphic organizers, RAFT, SQ3R, Think	Mrs. Cannon/Curriculum Resource Teacher Mr. Commander/ELA DIF English Teachers Social Studies Teachers	October 2008	The Collaboration Schedule will show the meeting dates and times of the collaboration for social studies and language arts teachers (at least monthly). Agendas and sign-in sheets will show teachers' attendance. These collaborative opportunities will provide opportunities for teachers to use the trainer-trainer model whereby teachers train their peers. These dialogues will lead to increase student performance in both social studies and



Alouds, and Reciprocal Teaching in Content Areas.			language arts classes. Mrs. Cathy Cannon will be responsible for the implementation documents for this strategy.
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2: MATH**

**By April 1, 2009, a minimum of 50% of all students taking the Math portion of the Measures of Academic Progress (MAP) will achieve a RIT band score of at least 211 for sixth-graders, 218 for seventh-graders, and 228 for eighth-graders, as measured by the Spring 2009 administration of the Math portion of MAP.**

**(These cut scores represent the minimum score needed in order for students to score basic on the PACT.)**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Administer the Math Fall 2008 MAP (pretest) and establish students' individual MAP Goal Sheets, including their fall RIT score, projected Spring 2009 RIT Band cut score (posttest), and strategies for achievement of required cut scores.	Dr. Davis/Principal Mr. Webb/AP Ms. Kelly/Dean of Students Mrs. Cannon/ Curriculum Resource Teacher Ms. Green, DIF Math All teachers	September 2008	The Fall 2008 Math MAP Test and Assessment Data will be used as baseline data and to determine remediation and enrichment for students; Students' Goal Sheets, will include their current (pretest) and projected (posttest)scores, as well as their strategies for achieving their math goal. The Goal Sheets will serve to keep teachers and students "on target" for achieving the RIT Band Cut Score for Spring 2009.Fall 2008 MAP Assessment Data; Students' Goal Sheets, including their current (pretest) and projected (posttest) scores, as well as their strategies for achievement of goals. Dr. Davis and Mr. Webb will be responsible for the implementation documents for this strategy.

<p>2. Math teachers will hold teacher-student conferences to sequentially analyze students' MAP data throughout the year for program accountability and instructional planning.</p>	<p>Dr. Davis/Principal Mr. Webb/AP Ms. Green, DIF Math Math teachers</p>	<p>September 2008</p>	<p>Teacher-student Conference Sheets will be designed to sequentially record students' progress and provide scope and sequences for targeted individualized lesson in mathematics; MAP data analysis will provide insight into grade-level, class, and individualized progress of students in mathematics; Weekly Lesson plans will show implementation of strategies used by teachers to analyze student data and indicate the teachers' instructional planning and follow-through. Administrators will review lesson plans weekly for inclusion of these strategies. Other walk-thru observations/informal observations will be done.</p> <p>Dr. Davis and Mr. Webb will be responsible for the implementation documents for this strategy.</p>
<p>3. Provide Extended Day Services for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>-grade Math students based on their 2007-2008 PACT and Fall 2008 MAP scores.</p>	<p>Dr. Davis/principal Mr. Webb/AP Ms. Kelly/Dean of Students Mrs. Sarah Walker/ Extended Day Coordinator Extended Day Teachers</p>	<p>September 2008</p>	<p>List of students with scores Spring 2008 PACT and Fall 2008 MAP; recommendations for Extended Day Program; sign in sheets for Extended Day School. This comparison will indicate any student's regression from Spring 2008 to Fall 2008; Teachers will provide further recommendations for students to attend the Extended Day Program. Lesson plans will be reviewed weekly will be reviewed by the administrative team representative, Ms. Kelly, on a WEEKLY basis. Other walk-thru observations/informal observations will be done.</p> <p>Evidence of academic assistance based on</p>

			<p>students' areas of concern in MATH (scope and sequence of students' skills) must be present in the lesson plans. Observations lasting at least 20 minutes, at least once per week, will be done by Ms. Kelly. Feedback on both the lesson plans and observations must be documented and given to the Extended Day Program teachers. Ms. Kelly will hold feedback conferences at least once per month with teachers in the Extended Day Program. Other walk-thru observations/informal observations will be done.</p> <p>The Extended Day Coordinator will submit the Richland County Office of Extended Day Programs Monthly Report for A+ Middle Schools on a MONTHLY basis, as well as an Extended Day Monthly Report to the principal. The Monthly Report will include attendance, calendar of events, academics, forms of assessment, upcoming events, and field experiences.</p> <p>Ms. Kelly will be responsible for the implementation documents for this strategy</p>
<p>4. Math and science teachers will host a Parent Night which will focus on individual student's strengths and areas of concern. Additionally, there will be a focus on test-taking skills, the use of technology, and study habits. Content-area (Math) games will be included, as well as incentives for students.</p>	<p>Dr. Davis/Principal Mr. Webb/AP Mrs. Cannon/ Curriculum Resource Teacher Ms. Green/Math DIF Mr. Bryant/Parent- Community Coord. Math Teachers Science Teachers</p>	<p>November 2008 (approx)</p>	<p>Parents' sign-in sheet will indicate parent participation. A program/agenda indicating the various foci such as study skills activities, test-taking strategies, and the use of technology will be kept as documentation. A list of incentives provided for students' attendance at Parents' Night will be published.</p> <p>Dr. Davis and Mr. Webb will be responsible for the implementation documents for this strategy.</p>

<p>5. District Assessments in Math will be used to determine mastery of standards and to drive instructional planning.</p>	<p>Dr. Davis/Principal Mr. Webb/AP Mrs. Cannon/ Curriculum Resource Teacher Ms. Green/Math DIF</p>	<p>October 2008</p>	<p>The District Assessments will serve to determine the level of student performance on math standards taught during each nine-week period. Item analyses will be available for teachers to determine skill mastery during each tested period. A data notebook will be kept to maintain data analysis for easy access for teachers as they monitor students' achievement. Teachers and administrators will have frequent conferences wherein they discuss ongoing student academic progress. Mrs. Cannon will be responsible for the implementation documents for this strategy.</p>
<p>6. The Math and Science teachers will collaborate at least once monthly during the collaboration period to discuss such items as common vocabulary, common content, and best practices and strategies for teaching both subjects such as the use of anticipation guides, graphic organizers, RAFT, SQ3R, Think Alouds, and Reciprocal Teaching in Content Areas. The math department will participate in Vertical Articulation to map instructional strategies and formulate implementation and to heighten math instruction.</p>	<p>Dr. Davis/Principal Mr. Webb/AP Mrs.Cannon/ Curriculum Resource Teacher Ms. Green/Math DIF Mrs. Neal/Science DIF Science Teachers Math Teachers</p>	<p>October 2008</p>	<p>The Collaboration Schedule will show the MONTHLY meeting dates and times of the collaboration for science and mathematics teachers. Agendas and sign-in sheets will show teachers' attendance. These collaborative opportunities will provide opportunities for teachers to use the trainer-trainer model whereby teachers train their peers. These dialogues will lead to increase student performance in both social studies and language arts classes. Teachers will incorporate vertical articulation ideas into their lesson plans. Teachers will maintain reflections from peer observations and samples of students' work in their folders/binders. Peer observations will be done at least once per MONTH for at least twenty minutes. Dr. Davis and Mr. Webb will be responsible for the implementation documents for this</p>

			strategy.
7. Math teachers will use tool kits, math websites, and projects to enhance students' mathematical vocabulary. Math teachers will also utilize technology to enhance instruction.	Green/Math DIF Math Teachers	August 2008	Teachers will use technology such as United Streaming, Web-based games, graphing calculators, Successmaker, Smartboards, and Brick technologies to enhance their classroom instruction. These techniques will provide hands-on type learning for students as they work toward reaching their academic goals. The use of these activities/items will be documented in their lesson plans which will be reviewed WEEKLY by administration. Feedback from administrators will occur at least once per month. Dr. Davis and Mr. Webb will be responsible for the implementation documents for this strategy.
8. Math teachers will analyze benchmark data and interim assessments from October 2008 and January 2009 to guide future instruction and create small groups for targeted instruction during PREP ME time.	Dr. Davis/Principal Mr. Webb/AP Mrs. Canon/ Curriculum Resource Teacher Ms. Green/Math DIF Math Teachers	August 2008	Using the benchmark data analysis, teachers will maintain lists of small group assignments and their areas of remediation and/or enrichment. Dr. Davis and Mr. Webb will be responsible for the implementation documents for this strategy.
9. The Academic Literacy Class, taught by all teachers, is included in the master schedule to support school-wide literacy utilizing a pre-developed curriculum to include Reading Apprenticeship, SCRI Principles of the Reading/Writing Workshops, and other tools for effective readers.	Dr. Davis/Principal Mr. Webb/AP Mrs. Bellinger/ Literacy Coach Ms. Green/Math DIF Math Teachers	August 2008	The Academic Literacy class is included in the Master Schedule. The Literacy Coach will assist with lesson planning and assessments. Chapter assessment results will be maintained to show students' academic progress toward their final goal. Dr. Davis and Mr. Webb will be responsible for the implementation documents for this strategy.
10. The Successmaker Lab software will be utilized to determine areas of strengths	Dr. Davis/Principal Mr. Webb/AP	August 2008	The SuccessMaker Lab Schedule will serve as accountability to ensure that teachers

and weaknesses in order to provide remediation and enrichment as needed.	Ms. Green/Math DIF Mrs. Cannon/ Curriculum Resource Teacher Ms.Qualls-Johnson/ SuccessMaker Technician Math Teachers		and students use the lab. SuccessMaker data analysis will inform teachers of needed individualized assistance by students. Weekly lesson plans will be examined to ensure that teachers are using the information from SuccessMaker when appropriate. Dr. Davis and Mr. Webb will be responsible for the implementation documents for this strategy.
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: Science**

**By April 1, 2009, a minimum of 50 % of all students taking the 2007 PALMETTO ACHIEVEMENT CHALLENGE TEST (PACT) SCIENCE DIAGNOSTIC ASSESSMENT EXAMINATION (PACT SCIENCE DIAGNOSTIC TEST) will demonstrate a mastery score of at least 70%, as measured by the Spring 2009 administration of the PACT SCIENCE DIAGNOSTIC TEST.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. During the Fall of 2008, administer the 2007 Science Diagnostic Assessment Examination as pretest for baseline data for use for instructional planning; establish students' individual goal sheets; In late Fall (@ November administer Interim Test 1; Administer Interim Test 2 as interim assessments in late January; Give the posttest in March 2009.) and establish students' individual Goal Sheets, and projected (posttest) Spring 2009 Science Diagnostic Assessment Score; and strategies for achieving the required Spring Science Diagnostic Assessment score.	Mr. Smalls/AP Ms. Kelly/Dean of Students Mrs. Cannon/Curriculum Resource Teacher Ms. Neal/DIF Science Science Teachers	September 2008	2007 Science Diagnostic Test Assessment Data (administered Fall 2008) will serve as the pretest; Students' Goal Sheets outlining their tests scores, as well as their strategies for achievement of goals, will be kept in folders. The Data Analysis will be kept in Data Notebooks. Lesson plans will indicate tests data, etc. Mr. Smalls will be responsible for the implementation documents for this strategy.



<p>2. Science teachers will hold teacher-student conferences to sequentially analyze students' MAP data throughout the year for program accountability and instructional planning.</p>	<p>Mr. Smalls/AP Mrs. M. Neal/ Science DIF Science Teachers</p>	<p>September 2008</p>	<p>Teacher-student Conference Sheets will be designed to sequentially record students' progress and provide scope and sequences for targeted individualized lesson in science; PACT Diagnostic Test data analysis will provide insight into grade-level, class, and individualized progress of students; Lesson plans will show implementation of strategies used by teachers to analyze student data and indicate the teachers' instructional planning and follow-through. Lesson plans will be reviewed by administrators at least MONTHLY to ensure strategies are included. Feedback conferences will be held at least MONTHLY. Mr. Smalls will be responsible for the implementation documents for this strategy.</p>
<p>3. Provide Extended Day Services for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>-grade Science students based on their Spring 2008 PACT and Fall Science Diagnostic Assessment scores.</p>	<p>Mr. Smalls/AP Ms. Kelly/Dean of Students Mrs. Sarah Walker/ Extended Day Coordinator Extended Day Teachers Science Teachers</p>	<p>September 2008</p>	<p>List of Students with scores on Fall 2008 Diagnostic Science Test and recommendations for Extended Day Program will be maintained; Sign in sheets for Extended Day School will ensure that students will attend the sessions. Teachers will provide further recommendations for students to attend the Extended Day Program. Lesson plans will be reviewed weekly the administrative team representative, Ms. Kelly, on a WEEKLY basis. Evidence of academic assistance based on students' areas of concern in science (scope and sequence of students' skills) must be present in the lesson plans. Observations lasting at least 20 minutes, at least once per week, will be done by Ms.</p>

			<p>Kelly. Other walk-thru observations/informal observations will be done.</p> <p>Ms. Kelly will be responsible for the implementation documents for this strategy.</p>
<p>4. The Science and Math teachers will collaborate at least once monthly during the collaboration period to discuss such items as common vocabulary, common content, and best practices and strategies for teaching both subjects such as the use of anticipation guides, graphic organizers, RAFT, Reciprocal Teaching, Read Alouds, and SQ3R. Vertical Articulation will also occur.</p>	<p>Mr. Smalls/AP Mrs. Neal/ Science DIF Ms. Green/Math DIF Math Teachers Science Teachers</p>	<p>October 2008</p>	<p>The Collaboration Schedule will show the meeting dates and times of the collaboration for science and mathematics teachers. Agendas and sign-in sheets will show teachers' attendance. These collaborative opportunities will provide opportunities for teachers to use the trainer-trainer model whereby teachers train their peers. These dialogues will lead to increase student performance in both social studies and language arts classes. Mr. Smalls will be responsible for the implementation documents for this strategy.</p>
<p>5. Parent Night (Science) will be held and will focus on individual student's strengths and areas of concern. Additionally, there will be a focus on test-taking skills, the use of technology, and study habits. Content-area (Science) games will be included, as well as incentives for students.</p>	<p>Mr. Smalls/ Assistant Principal Mrs. Cannon/CRT Mr. Bryant/ Parent- Community Coordinator Ms. Green/ Science DIF Science Teachers</p>	<p>November 2008 (approximately)</p>	<p>Parents' sign-in sheet will indicate parent participation. A program indicating the various foci such as study skills activities, test-taking strategies, and the use of technology will be kept as documentation. A list of incentives provided for students' attendance at Parents' Night will be published. Mr. Solomon Smalls will be responsible for the implementation documents for this strategy.</p>

6. District Assessments in Science will be used to determine mastery of standards and to drive instructional planning.	Mr. Smalls/AP Mrs. Cannon/CRT Ms. Green/Math DIF	October 2008	The District Assessments will serve to determine the level of student performance on math standards taught during each nine-week period. Item analyses will be available for teachers to determine skill mastery during each tested period. Mrs. Cathy Cannon will be responsible for the implementation documents for this strategy.
7. The Academic Literacy Class taught by all teachers is included in the master schedule to support school-wide literacy utilizing a pre-developed curriculum to include Reading Apprenticeship, SCRI Principles of the Reading/Writing Workshops, and other tools for effective readers.	Mr. Smalls/ Assistant Principal Mrs. Bellinger/ Literacy Coach Ms. Green/DIF Science Teachers	August 2008	Master Schedule; Classroom Observations; Checklist; Lesson Plans; Chapter Assessments. Classroom observations lasting at least 30 minutes will be done at least once per month with feedback conferences. Lesson plans will be reviewed at least once per month with feedback. Other walk-thru observations/informal observations will be done.  Dr. Baron Davis will be responsible for the implementation documents for this strategy.
8. Science teachers will provide a minimum of 2 field studies within South Carolina to enhance students' awareness of the diversity of science concepts.	Mr. Smalls/ Assistant Principal Ms. Neal/Science DIF Science Teachers	August 2008	Field Studies Rosters, Lesson Plans, Student Work (Extensions). Lesson plans will be evaluated for field studies. Complete field studies lesson plans will be reviewed by administrators with feedback PRIOR to the actual field study. Mr. Smalls will be responsible for the implementation documents for this strategy.

9. Science teachers will implement activity-based learning for Science instruction focusing on increasing inquiry skills using hands-on materials and real world measurement resources.	Mr. Smalls/ Assistant Principal Mrs. Neal/ Science DIF Science Teachers	August 2008	Classroom Observations, Lesson Plans; Lesson plans will be reviewed weekly to ensure that activity-based learning is included. Feedback will be provided at least MONTHLY. Observations lasting at least 30 minutes will be done at least ONCE per month. Other walk-thru observations/informal observations will be done. Mr. Smalls will be responsible for the implementation documents for this strategy.
10. Science teachers will use tool kits, science websites and projects to enhance students' science vocabulary. Science teachers will also utilize technology to enhance instruction.	Mr. Smalls/ Assistant Principal Ms. Cannon/CRT Mrs. Neal/ Science DIF Science teachers	August 2008	Science teachers will use technology, such as United Streaming, Web-based games, graphing calculators, Successmaker, and Smartboards to enhance their classroom instruction. These techniques will provide hands-on type learning for students as they work toward reaching their academic goals. Classroom observations and lessons plans will be done and reviewed at least once monthly. Other walk-thru observations/informal observations will be done.  Mr. Smalls will be responsible for the implementation documents for this strategy.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 4: Social Studies**

**By April 1, 2009, a minimum of 50% of all students taking the 2007 PALMETTO ACHIEVEMENT CHALLENGE TEST (PACT) SOCIAL STUDIES DIAGNOSTIC ASSESSMENT EXAMINATION (PACT SOCIAL STUDIES DIAGNOSTIC TEST) will demonstrate a mastery score of at least 70%%, as measured by the Spring 2009 administration of PACT SOCIAL STUDIES DIAGNOSTIC TEST.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. During the Fall of 2008, administer the 2007 Social Studies Diagnostic Assessment Examination as pretest for baseline data for use for instructional planning; establish students' individual goal sheets; In late Fall (@ November administer Interim Test 1; Administer Interim Test 2 as interim assessments in late January; Give the posttest in March 2009.) and establish students' individual Goal Sheets, and projected (posttest) Spring 2009 Science Diagnostic Assessment Score; and strategies for achieving the required Spring Science Diagnostic Assessment score.	Mrs. Cannon/CRT Social Studies Teachers	September 2008	2007 Social Studies Diagnostic Test Assessment Data (administered Fall 2008) will be analyzed for classroom planning and instruction; Students' Goal Sheets will outline their tests scores, as well as their strategies for achieving their goals will be kept in folders. The Data Analysis will be kept in Data Notebooks. Lesson plans will indicate tests data, etc. Lesson plans will be reviewed at least monthly with feedback. Mrs. Cannon will be responsible for the implementation documents for this strategy.

<p>2. Provide Extended Day Services for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>-grade Social Studies students based on their Spring 2008 PACT and Fall Diagnostic Social Studies Assessment scores.</p>	<p>Ms. Kelly/Dean of Students Mrs. Cannon/CRT Social Studies Teachers</p>	<p>September 2008</p>	<p>List of Students with scores on Fall 2008 Diagnostic Social Studies assessment and recommendations for Extended Day Program; sign in sheets for Extended Day School. Teachers will provide further recommendations for students to attend the Extended Day Program; Sign-in sheets for Extended Day School will serve as accountability for students' attendance in the program. Lesson plans will be reviewed by the administrative team representative, Ms. Kelly, on a WEEKLY basis. Evidence of academic assistance based on students' areas of concern ENGLISH (scope and sequence of students' skills) must be present in the lesson plans. Observations lasting at least 20 minutes, at least once per week, will be done by Ms. Kelly. Other walk-thru observations/informal observations will be done. Feedback on both the lesson plans and observations must be documented and given to the respective teachers. The Extended Day Coordinator will submit the Richland County Office of Extended Day Programs Monthly Report for A+ Middle Schools on a MONTHLY basis, as well as an Extended Day Monthly Report to the principal. The Monthly Report will include attendance, calendar of events, academics, forms of assessment, upcoming events, and field experiences. Ms. Kelly will be responsible for the implementation documents for this strategy.</p>
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			Ms. Kelly will be responsible for the implementation documents for this strategy.
3. Parent Night will be held and will focus on individual student's strengths and areas of concern. Additionally, there will be a focus on test-taking skills, the use of technology, and study habits. Content-area (Social Studies) games will be included, as well as incentives for students.	Mrs. Cannon/CRT Mr. Bryant/ Parent-Community Coordinator Social Studies Teachers	November 2008 (approximately)	Parents' sign-in sheet will indicate parent participation. A program indicating the various foci such as study skills activities, test-taking strategies, and the use of technology will be kept as documentation. A list of incentives provided for students' attendance at Parents' Night will be published. Mrs. Cannon will be responsible for the implementation documents for this strategy.
4. Administer District Assessments (Benchmark tests) to determine standards' mastery and indicators for instructional planning.	Mrs. Cannon/CRT Kelly/Dean of Students Social Studies Teachers	October 2008	The District Assessments will serve to determine the level of student performance on social studies standards taught during each nine-week period. Item analyses will be available for teachers to determine skill mastery during each tested period. Data notebooks will be maintained. Administrator-teacher conferences will be held. Also, professional training in developing strategies and assessments will be documented through sign-in sheets and agendas. Mrs. Cannon will be responsible for the implementation documents for this strategy.
5. Social Studies teachers will utilize Marzano's High Yield Instructional Strategies to create lesson plans which focus upon	Mrs. Cannon/CRT Social Studies Teachers	August 2008	Teachers will attend Richland County School District One's REQUIRED professional training in High Yield

mastery of content Standards and content-related skills.			Instructional Strategies (Marzano). Attendance will be documented through agendas. The incorporation of the strategies will be demonstrated in lesson plans, and administrators will observe the strategies during classroom walk-thru's checklists. Lesson plans will be reviewed weekly with feedback being given at least MONTHLY. Mrs. Cannon will be responsible for the implementation documents for this strategy.
6. Social Studies teachers will incorporate RCSD I Vertical Articulation practices/curriculum materials into instructional strategies/lessons plans which support differentiation.	Mrs. Cannon/CRT Vertical Articulation Team Social Studies Teachers	August 2008	Reflections from peer observations, peer observation reflection form, samples of students' work, and lesson plans will show the use of strategies developed during the vertical articulation meetings. Peer observations will last at thirty minutes. Mrs. Cannon will be responsible for the implementation documents for this strategy.
7. Social Studies teachers will administer content Standards'- based Interim tests 1 and 2 during first and second semesters to determine students' Standards' mastery/data for instructional planning.	Mrs. Cannon/CRT Social Studies Teachers	November 2008	Results from Interim Assessments 1 and 2 (Tests 1 and 2) will be analyzed to determine students' progress toward their target score. These results will be kept in the data notebook. Lesson plans will be reviewed WEEKLY to determine if teachers are using the data for instructional purposes. Mrs. Cannon will be responsible for the implementation documents for this strategy.
8. Social Studies students will complete prescriptive SuccessMaker modules, i.e. Reading Investigations, toward mastery of content Standards and production of data for	Mrs. Cannon/CRT Social Studies Teachers	November 2008	SuccessMaker Lab Reports will serve as data to be used for instructional planning. Professional training in data usage will prepare teachers to better use data for



instructional planning.			classroom instructional planning and assessment development. Mrs. Cannon will be responsible for the implementation documents for this strategy.
9. Social Studies Teachers will utilize instructional technology, content- specific software, and related activities to promote student engagement/achievement within differentiated classrooms.	Mrs. Cannon/CRT E. Kohut/Lab Manager RCSDI Technology Educator Ellen Fallaw Pearson Learning Contact Person Social Studies Teachers	August 2008	Observations and Lesson Plans reflecting the use of United Streaming Video, SuccessMaker, the COW, SmartBoards, Ignite Learning software, Technology Training and sign-in sheets will serve as evidence of teachers using instructional technology. Lesson plans will be reviewed weekly with feedback given at least monthly. Other informal walk-through observations will be done. Mrs. Cannon will be responsible for the implementation of this strategy.
10. Social Studies teachers will support school-wide literacy through teaching sections of the Academic Literacy class, utilizing a pre-developed curriculum to include Reading Apprenticeship, SCRI Principles of the Reading/Writing Workshops, and other tools for effective readers.	Mrs. Cannon/ Curriculum Resource Teacher Mrs. Bellinger/ Literacy Coach Social Studies Teachers	August 2008	The Master Schedule will reflect the class offering of Academic Literacy which is available to ALL students. Classroom observations and checklists, Lesson Plans, and Chapter Assessments will further indicate the use of this class. . Lesson plans will be reviewed weekly with feedback given at least monthly. Other informal walk-through observations will be done. Mrs. Cannon will be responsible for the implementation documents for this strategy.

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Principal's Instructional Leadership Goal 1: ELA**

**The principal will provide monitoring, observation, supervision, professional development, and resources that will ensure that by April 1, 2009, a minimum of 50% of all students taking the Reading/ELA portion of the Measures of Academic Progress (MAP) will achieve a RIT band score of at least 207 for sixth-graders, 211 for seventh-graders, and 213 for eighth-graders, as measured by the Spring 2009 administration of the Reading/ELA portion of MAP.**

**Data sources will include PACT, MAP, STAR, Benchmark, Curriculum-Based Assessments, and SuccessMaker.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The principal will disaggregate and analyze all data generated from each MAP and District Benchmark testing administration for the purpose of identifying students who have achieved a RIT band score below the cut off score of 207 for sixth-graders, 211 for seventh-graders and 213 for eight-graders; as well as for students who scored below a 70 on District Benchmark Exams.	Principal	October 2008	The data will be disaggregated and analyzed for the purpose of providing teachers with baseline data which will be used to direct future lesson plans and assessment strategies to address student weakness and enhance student strengths. The collected data will be placed in a Data Notebook and displayed via Data Walls throughout teacher classrooms and the Main Office/Administration Areas. The principal will be responsible for the implementation documents for this strategy.
2. The principal will facilitate efforts to increase parental awareness of data generated from standardized testing results.	Principal	November 2008	The Parent-Student Skills Workshops will be held to communicate and share with parents their student's current performance and progress as well as their expected growth on MAP and District Benchmark testing. Strategies for assisting students in their

			<p>individual areas of weakness and strengths will be provided to the parents.</p> <p>The student's data will be place in individual folders for the parents review. Parents will sign indicating that they received the data folder.</p> <p>Survey will be administered and collected for the purpose of gauging parents and students perception of the effectiveness of the workshop.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
3. The principal will create a common lesson plan template for ELA teachers to use for the purpose of addressing ELA framework and ELA strategies addressed from the FSPR.	Principal	November 2008	<p>Lesson plan template will focus on usage of the ELA framework. Lesson plans templates will address the strategies of the FSRP. Lesson plans will be placed in a common location for review by the principal and assistant principals.</p> <p>The principal will conduct conference with the ELA department for the purpose of collaboratively sharing the data generated from testing.</p> <p>Conferences will cover weakness, strengths, as well as areas of improvements for their students during the 2nd &amp; 3rd administrations. At the completion of the conference, strategies will be collaboratively developed to address student's weakness and enhance student's strengths.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
4. The Principal will collect all data generated from MAP and Benchmark testing and placed it a DATA notebook which will be disaggregated by grade level and then further divided by teacher. The principal will work collaboratively with teachers and use this notebook as a source of information for developing strategic action plans and teacher's lesson plans to address instructional	Principal	October 2008	<p>The Data Notebooks will be distributed to each teacher per subject and grade levels for the purpose of vertical articulation, strategic planning for addressing individuals students weakness/strengths, collaboration of instructional strategies among grade level and subject level teachers.</p> <p>Teachers will sign indicating that they received their Data Notebook. Attendance will be keep during departmental and grade level meetings. Lesson</p>

and pedagogical approaches to address student weakness' and enhance student strengths.			plans will address implementation of strategies address areas of weakness and enhancing areas of strength. The principal will be responsible for the implementation documentation for this strategy.
5. The principal will provide training and instruction for teachers in creating, displaying, and maintaining Classroom Data Walls for each ELA classroom. Students will be assigned a school wide number which will be used to display his/her performance on all MAP and Benchmark testing administrations.	Principal	November 2008	The creation, display, and maintenance of Data Walls will provide teachers, students, parents and visitors with a visual representation of our academic growth over the course of the academic school-year. The walls will provide information concerning areas that need improvement as well as areas of progress. The walls will state or targeted goal for performance and serve as a visual reminder of the gap between our current performance and expected performance. The principal will be responsible for the implementation documents for this strategy.
6. The principal will provide training and instruction for administrators and selected support personnel in creating, displaying, and maintaining School Wide Data Walls for each ELA teacher. Teacher's classes will be assigned a school wide number which will be used to display classroom performance on all MAP testing administrations.	Principal	November 2008	The creation, display, and maintenance of Data Walls will provide teachers, students, parents and visitors with a visual representation of our academic growth over the course of the academic school-year. The walls will provide information concerning areas that need improvement as well as areas of progress. The walls will state or targeted goal for performance and serve as a visual reminder of the gap between our current performance and expected performance. The principal will be responsible for the implementation documents for this strategy.
7. The principal will conduct at least one (1) classroom observations of each teacher once a month for the purpose of monitoring instruction and providing instructional feedback to teachers.	Principal	August 2008	The observations of teachers will provide information of implementations of lesson plans, level of student engagement, level of teacher engagement, relevance of lessons, rigor of instruction, types of formal and informal observations being conducted, level or rapport, climate of classroom environment, etc. Documentation of visitation and informal feedback will be kept on visitation log located in teacher's

			<p>classroom as well as an observational walk through sheets.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
8.The principal will attend and provide resources for faculty to attend conferences/workshops in content- related areas that focus on strategies for increasing student performance/achievement.	Principal	August 2008	<p>This strategy will provide professional development for teachers and administrators for the purpose of increasing student academic performance levels. All attendees will required to share information learned at conferences/via workshops via training of others, documented sharing during collaboration, documented implementation of techniques, concepts, strategies, etc.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
9. The principal will utilize the daily morning collaboration hour to foster professional learning communities and to provide professional development for teachers to better support school wide literacy, the integration of technology, best practices and strategies, classroom management, or other relevant professional development training.	Principal	August 2008	<p>Literacy Block will be embedded within the Master Schedule. Teachers will be provided with training, a curriculum, and support to conduct the literacy component.</p> <p>Technology training will occur once a month during morning collaboration.</p> <p>Grade level and individual planning will be embedded in the daily schedule. Departmental meetings will occur twice monthly.</p> <p>Meeting will be documented through attendance roll and agenda.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
10. The principal will implement a student academic/behavioral recognition program that includes, but is not limited to performance and/or improvement on MAP, Benchmark, academic competitions, recognition of accomplishments and appropriate behavior.	Principal	August 2008	<p>Students will be recognized quarterly for academic and behavioral achievements. Recognition will come in the form of academic awards assemblies, award nights, field trips, award luncheons, etc. The principal will be responsible for the implementation documents for this strategy.</p>

<b>FOCUSED SCHOOL RENEWAL PLAN</b> <b>2008–09 School Year of Implementation</b> <b>Principal's Instructional Leadership Focused Goal to Increase Student Achievement</b>			
<b>Focused Principal's Instructional Leadership Goal 2 Math</b> <b>The principal will provide monitoring, observation, supervision, professional development, and resources that will ensure that by April 1, 2009, a minimum of 50% of all students taking the Math portion of the Measures of Academic Progress (MAP) will achieve a RIT band score of at least 215 for sixth-graders, 218 for seventh-graders, and 223 for eighth-graders, as measured by the Spring 2009 administration of the Math portion of MAP.</b> <i>(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)</i>			
<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The principal will disaggregate and analyze all data generated from each MAP and District Benchmark testing administration for the purpose of identifying students who have achieved a RIT band score below the cut off score of 215 for sixth-graders, 218 for seventh-graders and 223 for eight-graders; as well as for students who scored below a 70 on District Benchmark Exams.	Principal	October 2008	The data will be disaggregated and analyzed for the purpose of providing teachers with baseline data which will be used to direct future lesson plans and assessment strategies to address student weakness and enhance student strengths. The collected data will be placed in a Data Notebook and displayed via Data Walls throughout teacher classrooms and the Main Office/Administration Areas. The principal will be responsible for the implementation documents for this strategy.
2. The principal will provide training for the faculty in the area of technology to increase the utilization of technological tools in curriculum.	Principal	November 2008	Teachers will receive professional development in the area of technology each one day each month. A sign in sheet will be maintained, lesson plans reviewed and classroom observations conducted to monitor the participation and the implementation of skills.
3. The principal will place emphasis on guided study activities for all math teachers.	Principal	November 2008	Teachers will be required to document guided practice activities in weekly lesson plans.

Activities should be designed to increase teacher-student and student-student levels of engagement.			Engagement will be noted and monitored through weekly review of lesson plans and monthly classroom observations
4. The principal will collect all data generated from MAP and Benchmark testing and placed it a DATA notebook which will be disaggregated by grade level and then further divided by teacher. The principal will work collaboratively with teachers and use this notebook as a source of information for developing strategic action plans and teacher's lesson plans to address instructional and pedagogical approaches to address student weakness' and enhance student strengths.	Principal	October 2008	The Data Notebooks will be distributed to each teacher per subject and grade levels for the purpose of vertical articulation, strategic planning for addressing individuals students weakness/strengths, collaboration of instructional strategies among grade level and subject level teachers. Teachers will sign indicating that they received their Data Notebook. Attendance will be keep during departmental and grade level meetings. Lesson plans will address implementation of strategies address areas of weakness and enhancing areas of strength. The principal will be responsible for the implementation documents for this strategy.
5. The principal will provide training and instruction for teachers in creating, displaying, and maintaining Classroom Data Walls for each Math classroom. Students will be assigned a school wide number which will be used to display his/her performance on all MAP and Benchmark testing administrations.	Principal	November 2008	The creation, display, and maintenance of Data Walls will provide teachers, students, parents and visitors with a visual representation of our academic growth over the course of the academic school-year. The walls will provide information concerning areas that need improvement as well as areas of progress. The walls will state or targeted goal for performance and serve as a visual reminder of the gap between our current performance and expected performance. The principal will be responsible for the implementation documents for this strategy.
6. The principal will provide training and instruction for administrators and selected support personnel in creating, displaying, and maintaining School Wide Data Walls for each Math teacher. Teacher's classes will be assigned a school wide number which will be	Principal	November 2008	The creation, display, and maintenance of Data Walls will provide teachers, students, parents and visitors with a visual representation of our academic growth over the course of the academic school-year. The walls will provide information concerning areas that need improvement as well as areas of progress. The

used to display classroom performance on all MAP testing administrations.			walls will state or targeted goal for performance and serve as a visual reminder of the gap between our current performance and expected performance. The principal will be responsible for the implementation documents for this strategy.
7. The principal will conduct at least one (1) classroom observations of each teacher once a month for the purpose of monitoring instruction and providing instructional feedback to teachers.	Principal	August 2008	The observations of teachers will provide information of implementations of lesson plans, level of student engagement, level of teacher engagement, relevance of lessons, rigor of instruction, types of formal and informal observations being conducted, level or rapport, climate of classroom environment, etc. Documentation of visitation and informal feedback will be kept on visitation log located in teacher's classroom, as well as an observational walk through sheet. The principal will be responsible for the implementation documents for this strategy.
8. The principal will attend and provide resources for faculty to attend conferences/workshops in content-related areas that focus on strategies for increasing student performance/achievement.	Principal	August 2008	This strategy will provide professional development for teachers and administrators for the purpose of increasing student academic performance levels. All attendees will be required to share information learned at conferences/via workshops via training of others, documented sharing during collaboration, documented implementation of techniques, concepts, strategies, etc. The principal will be responsible for the implementation documents for this strategy.
9. The principal will utilize the daily morning collaboration hour to foster professional learning communities and to provide professional development for teachers to better support school wide literacy, the integration of technology, best practices and strategies, classroom management, or other relevant professional development training approved by the principal.	Principal	August 2008	Literacy Block will be embedded within the Master Schedule. Teachers will be provided with training, a curriculum, and support to conduct the literacy component. Technology training will occur once a month during morning collaboration. Grade level and individual planning will be embedded in the daily schedule. Departmental meetings will occur twice monthly.



			<p>Meetings will be documented through attendance roll and agenda.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
<p>10. The principal will implement a student academic/behavioral recognition program that includes, but is not limited to performance and/or improvement on MAP, Benchmark, academic competitions, recognition of accomplishments and appropriate behavior.</p>	Principal	August 2008	<p>Students will be recognized quarterly for academic and behavioral achievements. Recognition will come in the form of academic awards assemblies, award nights, field trips, award luncheons, etc. the principal will be responsible for the documents for this strategy.</p>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Principal's Instructional Leadership Goal to Increase Student Achievement 3: Science**

The principal will provide monitoring, observation, supervision, professional development, and resources that will ensure that by April 1, 2009, a minimum of 50 % of all students taking the 2007 PALMETTO ACHIEVEMENT CHALLENGE TEST SCIENCE DIAGNOSTIC ASSESSMENT EXAMINATION (PACT SCIENCE DIAGNOSTIC TEST) will demonstrate a mastery score of at least 70%, as measured by the Spring 2009 administration of PACT SCIENCE DIAGNOSTIC TEST.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The principal will disaggregate and analyze all data generated from each Diagnostic Practice PACT and District Benchmark testing administration for the purpose of identifying students who have not achieved a minimum mastery score 70%.	Principal	October 2008	The data will be disaggregated and analyzed for the purpose of providing teachers with baseline data which will be used to direct future lesson plans and assessment strategies to address student weakness and enhance student strengths. The collected data will be placed in a Data Notebook and displayed via Data Walls throughout teacher classrooms and the Main Office/Administration Areas. The principal will be responsible for the implementation of this strategy.
2. The principal will provide ongoing academic enrichment in the area of science by providing additional instruction through hands-on exposure activities.	Principal	November 2008	MAD SCIENCE will be contracted to provide services for students during the Extended Day Program each Thursday of each month up through the month of April. (Excluding any Thursday that students are not in school). MAD SCIENCE staff will provide an in-service for teachers indicating how to employ their

			<p>strategies in the regular classroom instruction.</p> <p>Survey will be administered and collected for the purpose of gauging parents and students perception of the effectiveness of the workshop.</p> <p>The principal will be responsible for the implementation of this strategy.</p>
3. The principal will emphasize the use of flexible grouping and collaboration among students in grade levels 6-8 science classes. The groups will focus on addressing the different learning modalities of students (visually, tactile, auditory, kinesthetic, etc.).	Principal	November 2008	<p>Lesson plans will be reflective of teachers implementing collaborative small group learning.</p> <p>Lesson plans will be reflective of teacher's implementation of flexible learning. Implementation will be documented and monitored through weekly review of lesson plans and monthly classroom observations.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
4. The principal will collect all data generated from the Diagnostic Practice PACT and Benchmark testing and placed it a DATA notebook which will be disaggregated by grade level and then further divided by teacher. The principal will work collaboratively with teachers and use this notebook as a source of information for developing strategic action plans and teacher's lesson plans to address instructional and pedagogical approaches to address student weakness' and enhance student strengths.	Principal	October 2008	<p>The Data Notebooks will be distributed to each teacher per subject and grade levels for the purpose of vertical articulation, strategic planning for addressing individuals students weakness/strengths, collaboration of instructional strategies among grade level and subject level teachers.</p> <p>Teachers will sign indicating that they received their Data Notebook. Attendance will be keep during departmental and grade level meetings. Lesson plans will address implementation of strategies address areas of weakness and enhancing areas of strength.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
5. The principal will provide training and instruction for teachers in creating, displaying, and maintaining Classroom Data Walls for each Science classroom. Students will be assigned a school wide number which will be used to display	Principal	November 2008	<p>The creation, display, and maintenance of Data Walls will provide teachers, students, parents and visitors with a visual representation of our academic growth over the course of the academic school-year. The walls will provide information concerning areas that need improvement as well as areas of progress. The</p>

his/her performance on all Diagnostic Practice PACT and Benchmark testing administrations.			walls will state or targeted goal for performance and serve as a visual reminder of the gap between our current performance and expected performance. The principal will be responsible for the implementation documents for this strategy.
6. The principal will provide training and instruction for administrators and selected support personnel in creating, displaying, and maintaining School Wide Data Walls for each Science teacher. Teachers' classes will be assigned a school wide number which will be used to display classroom performance on all Diagnostic Practice PACT and Benchmark testing administrations.	Principal	November 2008	The creation, display, and maintenance of Data Walls will provide teachers, students, parents and visitors with a visual representation of our academic growth over the course of the academic school-year. The walls will provide information concerning areas that need improvement as well as areas of progress. The walls will state or targeted goal for performance and serve as a visual reminder of the gap between our current performance and expected performance. The principal will be responsible for the implementation documents for this strategy.
7. The principal will conduct at least one (1) classroom observations of each teacher once a month for the purpose of monitoring instruction and providing instructional feedback to teachers.	Principal	August 2008	The observations of teachers will provide information of implementations of lesson plans, level of student engagement, level of teacher engagement, relevance of lessons, rigor of instruction, types of formal and informal observations being conducted, level or rapport, climate of classroom environment, etc. Documentation of visitation and informal feedback will be kept on visitation log located in teacher's classroom as well as an observational walk through sheet. The principal will be responsible for the implementation documents for this strategy.
8. The principal will attend and provide resources for faculty to attend conferences/workshops in conten-related areas that focus on strategies for increasing student performance/achievement	Principal	August 2008	This strategy will provide professional development for teachers and administrators for the purpose of increasing student academic performance levels. All attendees will required to share information learned at conferences/via workshops via training of others, documented sharing during collaboration, documented implementation of techniques, concepts, strategies, etc.

			The principal will be responsible for the implementation documents for this strategy.
9. The principal will utilize the daily morning collaboration hour to foster professional learning communities and to provide professional development for teachers to better support school wide literacy, the integration of technology, best practices and strategies, classroom management, or other relevant professional development training approved by the principal.	Principal	August 2008	<p>Literacy Block will be embedded within the Master Schedule. Teachers will be provided with training, a curriculum, and support to conduct the literacy component.</p> <p>Technology training will occur once a month during morning collaboration.</p> <p>Grade level and individual planning will be embedded in the daily schedule. Departmental meetings will occur twice monthly.</p> <p>Meeting will be documented through attendance roll and agenda.</p> <p>The principal will be responsible for the implementation documents for this strategy.</p>
10. The principal will implement a student academic/behavioral recognition program that includes, but is not limited to performance and/or improvement on MAP, Benchmark, academic competitions, recognition of accomplishments and appropriate behavior.	Principal	August 2008	<p>Students will be recognized quarterly for academic and behavioral achievements. Recognition will come in the form of academic awards assemblies, award nights, field trips, award luncheons, etc. The principal will be responsible for the implementation documents for this strategy.</p>

### ***School-level Programs and Processes –***

Within the School Renewal Plan, there are a number of programs and processes to identify the action steps used to increase student learning. The bulleted items represent the topics listed in Alcorn Middle School's renewal plan, which were in place during the 2007-2008 for continuation into the 2008-2009 school year.

- ❑ **AVID (a rigorous college-path curricula) -- Advancement Via Individual Determination**
- ❑ **SuccessMaker Lab**
- ❑ **Cornell Note-Taking/ Binder/Notebook Strategies**
- ❑ **PBIS--Positive Behavior Intervention Supports (positive behavior incentive system)**
- ❑ **Reading Specialist**
- ❑ **Accelerated Reading Program**
- ❑ **Renaissance Reading Program (STAR Reading Program)**
- ❑ **Collaborative Planning**
- ❑ **School Improvement Council-SIC/Parent Teacher Association-PTA**
- ❑ **Curriculum-based Assessments (Teacher generated using standards and texts)**
- ❑ **Unwrapping the Standards (Professional Development)**
- ❑ **Data Driven Instruction (Professional Development)**
- ❑ **Science Labs**
- ❑ **Smart Boards (Interactive Whiteboards)**
- ❑ **Technology Integration (Professional Development) and Technology Proficiency**
- ❑ **IG-Pro (InteGrade Pro Software) Full Implementation**
- ❑ **Teacher Quality Research Grant**
- ❑ **Classroom Walk-Throughs**
- ❑ **Reading Apprenticeship-(literacy initiative)**
- ❑ **SCRI-South Carolina Reading Initiative (Utilizing a Literacy Coach)**
- ❑ **MAP-Measured Academic Progress Software Testing Instrument**
- ❑ **Marzano's High Yield Strategies**
- ❑ **United Streaming (Web-based videos)**
- ❑ **Enrichment Class (Embedded Remediation within the Master Schedule)**
- ❑ **DIF--District Instructional Facilitators on-site for core subjects ELA, Science, Math, and SPED**
- ❑ **Comprehensive Remediation Program/Extended Day Program**
- ❑ **On-Site Social Worker**
- ❑ **On-site Parent/Community Involvement Coordinator**

## FOCUSED SCHOOL RENEWAL PLAN

### 2008–09 School Year of Implementation

#### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1:** By April 1, 2009, sixty percent of students in grades 6, 7, and 8 will meet the mean growth target of 3.2, 2.5, or 2.2 (respectively) in reading achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The district administration will present and initial MAP training session for all Administrators prior to the start of the school term.	Executive Director MAP Coordinator Professional Development	July 2008	Administrators will be able to provide the support that is needed to provide over-site for the administration of MAP at each school site Documentation: Attendance rosters and PD Schedule Responsible: Professional Development Department
2. District administrators will establish a testing window for MAP administration	MAP Coordinator Chief Academic Officer	July 08	The testing window will enable all schools to participate within a district identified framework which will be the basis for the analysis of student progress across the evaluation cycle. ) Documentation: Assessment Schedule Responsible: (MAP Coordinator)
3. The District will schedule training and support activities that support the implementation of Measures of Academic Progress (MAP).	MAP Coordinator	July 08	School staff will receive support across the school term. All support sessions will be posted on AVATAR with the appropriate staff identified. Content may be redelivered at school sites by trained persons. Documentation: PD Schedule and Rosters Responsible: (MAP Coordinator)
4. District administrators will observe classroom instruction and provide documentation as to the frequency of use of flexible grouping.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. (Executive Director) Schedule to be determined Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director

5. District administrators will observe classroom instruction and provide documentation as to the frequency of use of Guided and differentiated instruction.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
6. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. a. Identifying Similarities and Differences b. Summarizing and Note Taking c. Setting objectives and Providing Feedback	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
8. Training will be provided to teachers with the implementation of Descartes in to assist staff with differentiated instruction.	MAP Coordinator Consultants	August 08	The DesCartes continuum of learning orders specific reading and math skills by achievement levels. DesCartes will help- teachers organize resources needed for individual students, define flexible groups, identify concept skills, and share academic needs with parents, guide selection of materials and monitor academic growth in relationship to content standards. Documentation: PD Schedule Responsible: MAP Coordinator, MWEA Consultants, C & I Consultants
9. District subject area consultants and curriculum resource teachers will provide classroom demonstrations as needed and requested.	District Consultants Coordinators	August 2008	District consultants will support effective instruction in reading, by providing classroom instructional demonstrations and follow-up conferences with teachers. Consultants will model standards-based instruction and best practices. Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
10. Subject area consultants will use a “coaching” model to support teachers with Implementing effective instruction and promoting engagement.	District Consultants/ENI	August 2008	District consultants/ENI consultants will engage teachers in “reflective” discussions pertaining to lessons taught. The goal is to improve instruction by having teachers to analyze the teaching/learning process. A district observation form with reflective questions will be used to direct the conferences.  Documentation: Visitation Schedule , Teacher Reflection Form Responsible: Executive Director
11. MAP training will be provided for Curriculum Resource	Executive Director	September	As site personnel are responsible for the administration of MAP, these



Teachers and the Principal's Designee	MAP Coordinator Professional Development	2008	individuals will acquire the technical knowledge as well discuss the practical aspects of MAP administration with the district consultant. Documentation: PD Schedule Responsible: Executive Director
12. District administrators will develop and Disseminate benchmark tests to be administered during the academic school term.	Director of Curriculum and Instruction	October 2008	District benchmarks will provide the school with data regarding student's progress in meeting academic goals. The school will use the information derived to determine where re-teaching and regrouping may be needed. The benchmark test and the compilation of results will be the supporting evidence. (Director of C & I) Following the Benchmark Administration as indicated on the District's Assessment Calendar. Documentation: Benchmark Reports Responsible: Executive Director
13. The district administrators will monitor MAP reports and provide feedback to principals for each evaluation period.	Executive Director MAP Coordinator	October 2008	District review of the data and conferences with the principal allow another opportunity for the district and the school to collaborate on increasing student achievement and to identify needed instructional focus and interventions. The Principal Conference form will document this activity. Documentation: Fall MAP reports Responsible: Executive Director

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 2:** By April 1, 2009, sixty percent of students in grades 6, 7, and 8 will meet the mean growth target of 5.5, 4.2, or 3.4 (respectively) in math achievement as measured by RIT band values on the Measures of Academic Progress (MAP) using the fall (October, 2008) to Spring (March, 2009) evaluation cycle.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. The District administration will present and initial MAP training session for all Administrators prior to the start of the school term	Executive Director MAP Coordinator Professional Development	July 2008	Administrators will be able to provide the support that is needed to provide over-site for the administration of MAP at each school site Documentation: Attendance rosters and PD Schedule Responsible: Professional Development Department
2. District administrators will establish a testing window for MAP administration	MAP Coordinator Chief Academic Officer	July 08	The testing window will enable all schools to participate within a district identified framework which will be the basis for the analysis of student progress across the evaluation cycle. ) Documentation: Assessment Schedule Responsible: (MAP Coordinator)
3. The District will schedule training and support activities that support the implementation of Measures of Academic Progress (MAP).	MAP Coordinator	July 08	School staff will receive support across the school term. All support sessions will be posted on AVATAR with the appropriate staff identified. Content may be redelivered at school sites by trained persons. Documentation: PD Schedule and Rosters Responsible: (MAP Coordinator)
4. District administrators will observe classroom instruction and provide documentation as to the frequency of use of flexible grouping.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. (Executive Director) Schedule to be determined Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director

5. District administrators will observe classroom instruction and provide documentation as to the frequency of use of Guided and differentiated instruction.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
6. District administrators will observe classroom instruction and provide documentation as to the use of three high yield strategies. d. Identifying Similarities and Differences e. Summarizing and Note Taking f. Setting objectives and Providing Feedback	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
7. District administrators will observe Classroom instruction and provide documentation as to the implementation of the District Literacy Framework.	District Consultants Directors Coordinators	August 08	District administrators will observe classroom instruction to monitor implementation of the achievement strategies and to identify additional professional development needs as well as identifying teachers needing individual support. Documentation: Visitation Schedule and Observation Documents Responsible: Executive Director
8. Training will be provided to teachers with the implementation of DecCartes in to assist staff with differentiated instruction.	MAP Coordinator Consultants	August 08	The DesCartes continuum of learning orders specific reading and math skills by achievement levels. DesCartes will help- teachers organize resources needed for individual students, define flexible groups, identify concept skills, and share academic needs with parents, guide selection of materials and monitor academic growth in relationship to content standards. Documentation: PD Schedule Responsible: MAP Coordinator, MWEA Consultants, C & I Consultants
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13. The district administrators will monitor reports MAP reports and provide feedback to principals for each evaluation period.	Executive Director MAP Coordinator	January 09 May 09	District review of the data and conferences with the principal allow another opportunity for the district and the school to collaborate on increasing student achievement and to identify needed instructional focus and interventions. The Principal Conference form will document this activity. Documentation: Fall MAP reports Responsible: Executive Director

## **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**The District Benchmark Assessment System** was developed as a support tool for teachers to help them gauge their student's strengths and weakness against end-of year standards. Benchmark Assessments have been designed to advance teaching and learning in several important ways. First, they provide teachers with quick, reliable monthly feedback on how students are progressing toward state standards. Second, they provide schools with timely information about the strengths and weaknesses of classes and grade levels on the major standards of each content area.

**"Successmaker"** provides individualized, targeted instruction to help every student reach their greatest potential. At initial placement, each student is assessed to determine the right starting level. From then on, self-paced lessons avoid the frustrations of instruction that is too fast or slow. Reports can be generated at the student, classroom, school, and district levels for a picture of progress.

#### **Classroom Walk Throughs (CWT's)**

Through brief classroom visits, using research-based tools and data collection software on a handheld device, instructional leaders quickly collect data about critical instructional practices. Reflective discussions on the data lead to action planning, which guides instruction and classroom practice. Over time, classroom observational data reveals patterns of practice. Instructional leaders use this data to direct coaching efforts, provide professional development opportunities for individuals or groups of teachers, and suggest professional learning for the whole school.

**Reading Apprenticeship** is an approach to reading instruction which focuses upon the knowledge, strategies, and perspectives which students need to become more powerful readers. It partners the expertise of teachers as content-based readers with students' often underestimated strengths as learners. With supportive data to verify its success, Reading Apprenticeship helps students to become better readers through providing strategies for increased student engagement in reading. It also offers opportunities for students to gain greater insight into their own reading processes. Through Reading Apprenticeship, students develop skills toward overcoming obstacles and deepened comprehension of texts from various academic disciplines. An onsite

team of Reading Apprenticeship teachers/trainers facilitates Professional Training for the faculty and provides resources for the interdisciplinary use of this program throughout the curriculum. It also serves as a foundation for the Academic Literacy course which serves as the Enrichment Class Block.

**SCRI** is the South Carolina Reading Initiative for the Middle Grades, a State Department of Education grant-funded four year program. Specific guidelines within the grant detail the sequential procedures for each of the four years of implementation as well as the duties of the onsite Literacy Coach. The Literacy Coach serves to coordinate the responsibilities for fulfillment of the Reading Initiative program which targets ELA classes within the school. Providing text resources, mentoring specific teachers, facilitating school wide book readings, and creating **content support for the Academic Literacy/Enrichment class Block** are all within the scope of the Reading Initiative Grant, its Leadership Team, and the Literacy Coach.

**High Yield Strategies** originate from the research of Robert Marzano and other scholars. Their data-driven studies and conclusions emphasize that particular learning processes are most effective toward students' learning and achievement. Research data reveals that some of the most effective strategies are identifying similarities and differences and summarizing and note-taking. Extensive Professional Training in use of such strategies and District-mandated lesson plans which incorporate them are continuing areas of emphasis for all Richland District one A+ schools.

**Enrichment Class Block** is scheduled daily for all students during their homeroom period. This is the Academic Literacy course which is founded upon the Reading Apprenticeship and Reading Initiative programs. On alternating days, teachers' lesson plans and resources reflect the incorporation of both programs into the curriculum for the Enrichment Class Block. Sample Enrichment Block lesson plans based upon the Reading Initiative are distributed to teachers by the Literacy Coach and the ELA District Instructional Facilitator. Sample Enrichment Block lesson plans based upon Reading Apprenticeship are distributed to teachers by the Curriculum Resource Teacher.

**Vertical Articulation** is a team approach toward organizing student learning and achievement through collaboration among elementary, middle, and high schools. Emphasis is placed upon development and use of strategies supporting differentiated learning, reading and writing initiatives which are interdisciplinary, and use of formative, interim, and summative assessments. Development of common assessments is another feature of this process which is gaining support on all levels of instruction. Content area Teams drawn from elementary, middle, and high schools meet by cluster monthly to develop strategies and assessments, for Professional Training, and to share resources.

**Morning Collaboration Hour** is a feature of the A+ schools program which has incorporated onsite extensive Professional Training and now features a grade level preparatory/tutorial program. This daily "earlybird" program targets student skills' deficiencies and emphasizes common strategies toward preparation for PACT. Sixth grade students are scheduled for a variety of SuccessMaker labs, featuring prescriptive individualized instruction for each student. Seventh grade students in small groups

experience intensive reading and math instruction, supervised by grade-level teachers. Eighth grade students also complete SuccessMaker prescriptive modules and participate in small group/cooperative learning focused upon ELA and Math.

**Literacy Coach** is provided for the school as a feature of the South Carolina Reading Initiative for the Middle Grades. Assigned to the school receiving the SCRI –MG grant, the Literacy Coach is required to fulfill a rigorous, sequential schedule with assigned duties to fulfill during each year of the grant’s four year span. Focusing upon ELA classes/teachers, the Literacy Coach facilitates and coordinates all programs featured within the Reading Initiative. The Coach is primarily supervised by the State Department of Education and attends a series of Professional Trainings and Conferences during the duration of the grant. Onsite, the Literacy Coach also provides support for the Academic Literacy Course/ the Enrichment Block and serves on the school’s Leadership Team.

**DIF** is a District Instructional Facilitator or Content Area Coach, supervised within guidelines set by both the State Department of Education and the District. There are three DIF’S assigned to Alcorn Middle School for 2008 – 2009. They serve in the areas of ELA, Math, and Science. These DIF’s serve as department chairs in their content areas, present model lessons, implement curriculum initiatives with the Curriculum Resource Teacher, serve on the Vertical Articulation Teams, and serve on the school’s Leadership Team. They also teach one less class period than other teachers.

**CRT** is the Curriculum Resource Teacher who serves as a Liaison between the faculty and the Administration. The CRT is responsible for oversight (with the Assistant Principals and the Principal) of all curriculum and instruction featured within the school. Selection of resources, professional training, instructional support and classroom observations, data analysis, administration of District Assessments, PACT, and other tests, supervision of teacher certification and performance evaluation, preparation for SACS/CASI and ERT ---all of these comprise a portion of the CRT’S duties. At this site, the CRT also serves as the SuccessMaker contact and as Social Studies Department Chair. The CRT traditionally serves on the School Improvement Council as well. The CRT is also the leader of the Reading Apprenticeship/Academic Literacy Team and prepares lesson plans for this component of the course.

**Smartboard** is an electronic, interactive whiteboard currently installed in forty-three classrooms/conference rooms on site. With the combined power of a projector, computer, and whiteboard , the Smartboard offers multiple teaching/learning opportunities for faculty and students. By touching the Smartboard to highlight key points, access applications, and Web sites, teachers and staff can transform the workspace into an interactive working, training, and learning environment. Electronic ink notes written on the Smartboard and other displays can be saved into a file, printed, emailed, or posted to a web site.

**United Streaming** is an interdisciplinary web-based, digital video delivery system, featuring an extensive, very current library of K-12 digital video/video clips. All video materials are correlated to South Carolina State Standards.

Teachers and students access this system from individual computers in classrooms, the Media Center, and the computer labs. Displayed on Smartboards, this resource is extremely engaging and useful for lessons, interactive discussions, and presentations.

**\*Please note that SWIS no longer appears in Alcorn Middle School's Focused School Renewal Plan.**